

**BF.III Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, and to the rates for nondisabled children within the agencies.**

**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):**

During the 2000-2001 school year, DESE developed a web application that is used for reporting disciplinary actions for all students. Disciplinary actions are reported on an incident level for any incident resulting in ten or more days of suspension or expulsion. From this incident-level report, the Division of Special Education reports to OSEP the number of children with disabilities who received disciplinary action. Data for both the number of incidents and the number of children subject to disciplinary action are provided below. Comparisons between the data reported in the OSEP tables and the incident-level data show very little difference in proportions by disability category or race, therefore, the following data analysis was conducted primarily on the reported incident-level data rather than the derived student-level data.

<b>OSEP Table 5, Section A</b> <b>Report of Children with Disabilities Suspended or Expelled for More Than 10 Days</b> <b>School Year 2002-2003</b>							
	3A. Unduplicated Count of Children		3B. Number of Single Suspension/ Expulsions > 10 Days		3C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days		Percent of All Incidents for Students with Disabilities
	#	%	#	%	#	%	
1. Mental Retardation	79	5.2%	39	4.0%	61	5.6%	4.9%
2. Hearing Impairments	8	0.5%	11	1.1%	4	0.4%	0.7%
3. Speech/Language Impairments	69	4.6%	40	4.1%	42	3.8%	4.0%
4. Visual Impairments	8	0.5%	4	0.4%	5	0.5%	0.4%
5. Emotional Disturbance	330	21.8%	174	17.9%	307	28.0%	23.3%
6. Orthopedic Impairments	18	1.2%	10	1.0%	11	1.0%	1.0%
7. Other Health Impairments	111	7.3%	68	7.0%	93	8.5%	7.8%
8. Specific Learning Disabilities	881	58.1%	621	64.0%	564	51.4%	57.2%
9. Deaf-Blindness	-	0.0%	-	0.0%	-	0.0%	0.0%
10. Multiple Disabilities	2	0.1%	-	0.0%	2	0.2%	0.1%
11. Autism	6	0.4%	1	0.1%	6	0.5%	0.3%
12. Traumatic Brain Injury	3	0.2%	1	0.1%	2	0.2%	0.1%
13. Developmental Delay	1	0.1%	1	0.1%	-	0.0%	0.0%
14. Total	1,516	100.0%	970	100.0%	1,097	100.0%	100.0%

### Discipline Incidents by Disability Category

Disability Type	Number of Discipline Incidents			Percent of Incidents for all Students			Percent of Incidents for Students with Disabilities Only			Enrollment & Special Ed Child Count	Percent of Child Count	Average Incidents per 100 Students
	2001	2002	2003	2001	2002	2003	2001	2002	2003	2003	2003	2003
NONDISABLED	2,994	4,193	4,831	67.5%	69.8%	70.0%				751,533		0.64
Mental Retardation	58	124	101	1.3%	2.1%	1.5%	4.0%	6.8%	4.9%	12,354	8.6%	0.82
Emotional Disturbance	368	412	482	8.3%	6.9%	7.0%	25.5%	22.7%	23.3%	8,765	6.1%	5.50
Speech/Language Impairment	36	44	82	0.8%	0.7%	1.2%	2.5%	2.4%	4.0%	33,174	23.0%	0.25
Orthopedic Impairment		28	21	0.0%	0.5%	0.3%	0.0%	1.5%	1.0%	670	0.5%	3.13
Partial Sight			5	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%	227	0.2%	2.20
Blindness	2	1	4	0.0%	0.0%	0.1%	0.1%	0.1%	0.2%	276	0.2%	1.45
Hard of Hearing	3	3	10	0.1%	0.0%	0.1%	0.2%	0.2%	0.5%	862	0.6%	1.16
Deafness			5	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%	444	0.3%	1.13
Learning Disabled	819	1,055	1,182	18.5%	17.6%	17.1%	56.8%	58.1%	57.2%	63,904	44.3%	1.85
Other Health Impairment	131	131	161	3.0%	2.2%	2.3%	9.1%	7.2%	7.8%	10,376	7.2%	1.55
Deaf/Blindness		1	1	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	26	0.0%	3.85
Multidisabled	13	8	2	0.3%	0.1%	0.0%	0.9%	0.4%	0.1%	1,014	0.7%	0.20
Autism	9	10	7	0.2%	0.2%	0.1%	0.6%	0.6%	0.3%	2,392	1.7%	0.29
Traumatic Brain Injury	1		3	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	367	0.3%	0.82
Young Child with Dev. Delay	1		1	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	9,343	6.5%	0.01
Total for Students with Disabilities	1,441	1,817	2,067	32.5%	30.2%	30.0%	100.0%	100.0%	100.0%	144,194	100.0%	1.43
Total for All Students	4,435	6,010	6,898	100.0%	100.0%	100.0%				895,727		0.77

Source: Screen 9 of Core Data Collection System as of 02/19/04

Note: Includes all reported suspensions/expulsions except those coded as in-school and/or 10 consecutive days

<b>OSEP Table 5, Section B</b> <b>Report of Children with Disabilities Suspended or Expelled for More Than 10 Days</b> <b>School Year 2002-2003</b>						
	3A. Unduplicated Count of Children		3B. Number of Single Suspension/ Expulsions > 10 Days		3C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days	
	#	%	#	%	#	%
1. White, non-Hispanic	868	57.3%	524	54.0%	674	61.4%
2. Black, non-Hispanic	619	40.8%	434	44.7%	400	36.5%
3. Hispanic	19	1.3%	8	0.8%	13	1.2%
4. Asian/Pacific Islander	2	0.1%	1	0.1%	2	0.2%
5. Native American	8	0.5%	3	0.3%	8	0.7%
6. Total	1,516	100.0%	970	100.0%	1,097	100.0%

<b>Number of Discipline Incidents Reported by Race, 2002-2003 School Year</b>							
	All		Nondisabled		Disabled		Enrollment
	#	%	#	%	#	%	%
1. White, non-Hispanic	3,991	57.9%	2,791	57.8%	1,200	58.1%	78.4%
2. Black, non-Hispanic	2,705	39.2%	1,873	38.8%	832	40.3%	17.7%
3. Hispanic	123	1.8%	102	2.1%	21	1.0%	2.3%
4. Asian/Pacific Islander	45	0.7%	42	0.9%	3	0.1%	1.3%
5. Native American	34	0.5%	23	0.5%	11	0.5%	0.3%
6. Total	6,898	100.0%	4,831	100.0%	2,067	100.0%	100.0%

Source: Screen 9 of Core Data Collection System as of 02/19/04

Note: Includes all reported suspensions/expulsions except those coded as in-school and/or 10 consecutive days

While the statewide incidence rate for Special Education was 14.96%, 30.0% of all disciplinary incidents reported were for students with disabilities. This would suggest that a disproportionate number of acts resulting in disciplinary action are committed by students with disabilities. Data suggest that a disproportionate number of incidents that result in disciplinary action are committed by students with emotional disturbances and specific learning disabilities. Data were also disaggregated by racial/ethnicity categories. It appears that Black students are committing a disproportionate share of the discipline incidents for both students with disabilities and all students. Virtually no differences were seen in the breakdown of incidents by race/ethnicity when comparing incidents for all students and incidents for students with disabilities. Differences are seen in the types of removals. White students are more likely to receive multiple short-term suspensions while black students are more likely to receive longer suspensions.

Comparison among local educational agencies in Missouri:

- Only districts that reported a minimum of five discipline incidents for students with disabilities were included (83 districts)
- An average number of incidents per 100 students with disabilities was calculated for each district (number of incidents / child count \* 100)
- A mean and standard deviation were determined
- Fifteen districts had an average number of discipline incidents that was more than one standard deviation above the mean

Comparison of rates for disabled students and all students within districts:

- Only districts that reported a minimum of five discipline incidents for students with disabilities were included (83 districts)
- A ratio of the special education percent of discipline incidents to the special education percent of enrollment was calculated for each district (ratio = special education incidents / all incidents : special education child count / enrollment)
- A mean and standard deviation were determined
- Fifteen districts had a ratio that was more than one standard deviation above the mean. Four of these districts were also among the fifteen districts noted above. Three of the fifteen districts didn't report any incidents for non-disabled students, suggesting that the districts did not understand that discipline incidents were to be reported for all students, not just students with disabilities.

#### Monitoring Data:

**Suspension/Expulsion 1** -- Suspension and expulsion rates for children with disabilities decrease and are no higher than those of children without disabilities.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	98	4					4.1%
2002-2003	85	30					35.3%

**Suspension/Expulsion 2** -- Children with disabilities receive FAPE during suspensions of 11 days or more, consecutive or cumulatively, in a school year, or with an expulsion.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	67	13	5	1	1		19.4%
2002-2003	45	18	10	8	8		40.0%

**Suspension/Expulsion 3** -- Children with disabilities who are suspended or expelled receive services that address their identified needs.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	24	6	2	1	1		25.0%
2002-2003	57	4	4				7.0%

**Suspension/Expulsion 4** -- Children with disabilities with identified behavioral needs receive positive behavioral supports consistent with an IEP.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	21	5	0	2	2		23.8%
2002-2003	57	8	4	4	4		14.0%

**Suspension/Expulsion 5** -- Children with disabilities receive appropriate functional behavioral assessments and behavior plans, as appropriate.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	40	10	0	4	4		25.0%
2002-2003	39	10	8	2	2		25.6%

Monitoring data are relatively consistent with the discipline incident data findings. Data suggest the percent of districts out of compliance at initial review with regard to expulsion and suspension rates being no higher than children without disabilities increased by 31.2%. Other data suggest an increase in non-compliance for children with disabilities receiving FAPE during suspensions of 11 Days or more, etc (i.e. an increase by 20.6%). However, services to support or address behavioral needs prior to suspensions/expulsions improved as indicated by decreases of 9.8-18.0% in the percent of districts out of compliance at initial review.

**2. Targets (for reporting period July 1, 2002 through June 30, 2003):**

Targets had not been set for the 2002-2003 school year. In order to merit a “Met” call on district performance standards for 2002-2003, the following conditions needed to be met:

- Average number of incidents per child decreased and the averages for all students and for students with disabilities are comparable

These conditions are not considered targets; rather they are minimum acceptable levels.

**3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):**

Given the variability in this data collection, it is very difficult to determine or explain progress and/or slippage. Training and usage of Positive Behavior Supports is becoming more widespread.

Professional Development Trainings conducted during 2002-2003 include the following:

<b>Training</b>	<b>Number of Trainings Conducted</b>	<b>Number of LEAs Attending</b>	<b>Number of Participants</b>	<b>Notes</b>
Positive Behavior Support – Module 1	5	21	112	Majority of participants were general education teachers and principals or assistant principals
Positive Behavior Support – Module 2	5	20	137	Continuation of PBS series
Positive Behavior Support – Module 3	5	19	133	Continuation of PBS series
Positive Behavior Support – Module 1 (In-district)	6	6	89	
Problem Solving Skills in Working with Challenging Behavior	2	13	30	Participants had a wide variety of roles

Recently developed activities to support the Positive Behavior Support (PBS) Initiative in the state of Missouri will include the establishment of PBS Coaches. The purpose of PBS coaches is to increase capacity for in-district technical support for school wide PBS and PBS team problem-solving, utilize the science of behavioral analysis and functional behavior assessment, and facilitate the use of function based support for students with challenging behavior in order to sustain the district's PBS Initiative beyond the State Improvement Grant funding period. In order to fulfill these purposes, PBS coaches will serve the following roles:

- Build the capacity of the PBS team and building staff
- Develop competency and fluency in PBS systems and processes
- Engage in regular communications with implementation staff/teams
- Provide technical assistance to implementers
- Provide regular and frequent acknowledgements (positive reinforcement for implementers)
- Visit implementation sites on a regular basis (monthly/quarterly)
- Review progress
- Support district level action plan implementation efforts

**4. Projected Targets:**

- Assist districts with analyzing data in a root-cause analysis.
- If behavioral problems are an issue, assist districts in developing a professional development plan that will address causes and contributing factors identified.

**5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:**

Special Education Consultants will provide assistance to districts as needed for identification, development, and implementation of strategies for intervention of behavioral/disciplinary issues through the utilization of root-cause analysis and professional development planning.